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AUTHOR	Tyree, Larry; And Others
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ABSTRACT

Outlines of presentations from a forum on community services and women's centers at Florida postsecondary institutions are provided. Larry Tyree's presentation covered various aspects of community services including administrative commitment, program benefits from an administrative viewpoint, characteristics of continuing education, and components for program development. J. Scott Dailey defined community services, explained the functions of the Higher Education Act (HEA) Title IA, and made suggestions for the best use of HEA funds. Pam Hooper described Gulf Coast Community College's Women's Center, the steps in its development, and the characteristics of its clients. In addition, she related adult life cycle tasks to the responses of the continuing education program, reviewed the objectives of the program, and categorized and described course offerings. Finally, she discussed an Options for Women course and the characteristics of the course facilitator. Susan Thomas described the purpose and objectives of a statewide information exchange system developed by the Resource Center for Women's Programs at Florida State University to deliver services to displaced homemakers. (MB)

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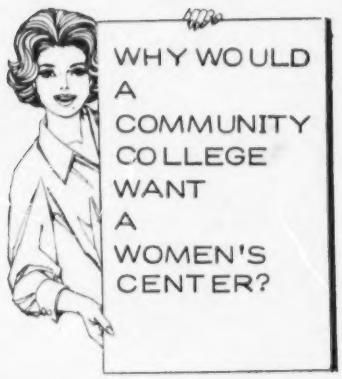

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JC 790 311

INSTITUTIONAL COMMITMENT TO COMMUNITY SERVICES

Dr. Larry Tyree, President
Gulf Coast Community College
Panama City, Florida 32401

I. Administrative Commitment to:

A. Full range of services offered to each community within commuting distance and in keeping with its uniqueness.

B. Relate community services to fundamental institutional purpose.

C. Support information dissemination relative to community services programming.

II. Benefits from administrative viewpoint:

A. Provides pipeline to adult student population, under-educated, and illiterate.

B. Offers improved access for adults.

C. Provides opportunities for adults to learn to cope with rapid changes in the world.

D. Stimulates minds which have ceased to inquire.

E. Generates hope for societal dropouts.

F. Helps those who wish to become part of the labor force or more responsible citizens as well as those wishing to become better parents and wiser users of leisure time.

III. Characteristics of Continuing Education:

A. Facilitates lifelong learning process.

B. Holds legitimate position in academic environment.

C. Relevant pivotal point for institution.
   1. Need centered
   2. Reality based
   3. Problem focused
   4. Functional

"Education is the consequence of meaningful experiences and goes on regardless of time or place."

IV. Components for program development:

A. Base it on position that learning is a lifelong process.

B. Make most efficient use of all available resources.

C. Demonstrate accountability to taxpayer.

D. Establish systematic procedures for involving appropriate segments of the community as courses are developed and programs designed.

E. Be "in tune" with institutional priorities, professional responsibilities, and communities to be served.

STATE UNIVERSITY SYSTEM SUPPORT FOR COMMUNITY SERVICES/ROLE OF HEA TITLE IA

Dr. J. Scott Dailey, State Coordinator
HEA Title IA and Project STAR
State University System
Tallahassee, Florida

1. What is community service?

2. What is Title IA of the Higher Education Act?

3. How can we make best use of Title HEA funds?

Community Services

Can be an all inclusive term, but the public is generally unwilling to fund it in its most inclusive sense, therefore a better definition of community service would be limited to those educational activities that address specified community problems. Community Service Continuing Education (CSCE) may be referred to as community service through continuing education.

All communities have learning needs that relate to social problems, and it is the obligation of educators to address those needs.

Title IA HEA

The only piece of federal legislation designed specifically to encourage and enable insitiutions to become more and better involved in community service through continuing education.

It is a state grant program, which allows for a certain amount of healthy autonomy, enabling states to be responsive to broad social needs, but as they see them.

The state agency has four basic functions:

1) Determination of program priorities
2) Selection of projects to be funded
3) Administration of program
4) Monitoring and evaluation

There is a fifth, very important function of the state agency; promoting the concept, and improving the practice of community service through continuing education. It is through this function that the state agency enhances the other four.

Making the Best Use of Title I HEA Funds

1. The state agency must determine long range goals, and stick to them.

2. The institution must use Title I HEA funds in a manner that is consistent with their overall plan for community service and continuing education.

In Conclusion:

An effective CSCE program has enormous payoffs: It enables an institution to serve the community by delivering programs that impact on the quality of community life: In addition, and in a more practical vein, it develops ties, linkages, and new client groups that greatly enhance the other aspects of the institutions mission and well being in the community.

HISTORY OF WOMEN'S PROGRAMMING IN FLORIDA/IMPACT OF WOMEN'S PROGRAMMING ON COMMUNITY COLLEGES

Bea Ettinger, Director
Center for Continuing Education for Women
Valencia Community College
Orlando, Florida

I. In the Beginning

A. Why - Women?

B. Where - Were Centers Established

C. How

II. Funding

A. Federal

B. State

C. Local

III. Impact on the Community College

A. Community Outreach

B. Community Service

C. Development of Courses and Programs (F.T.E.)

IV. Impact on the Community

A. Societal Change

B. Economic Change

C. Displaced Homemaker

D. Direction for the 1980's

GULF COAST COMMUNITY COLLEGE

WOMEN'S CENTER:

A Case Study

Pam Hooper, Director
Community Services
Gulf Coast Community College
Panama City, Florida

STEPS IN DEVELOPMENT OF WOMEN'S CENTER PROJECT

I. Project Planning:

1. Identify problem and document it well
2. Research other programs
3. Obtain administrative support. Anticipate project manager, other personnel who would be utilized, facilities, resources, etc., as well as benefits to institution
4. Establish community advisory committee
5. Assess and prioritize needs, target populations
6. Inventory resources
7. Develop program components, processes, job descriptions
8. Solicit community support
9. Evaluate

II. Project Implementation:

1. Develop "core" and other short courses to meet specific high priority needs
2. Submit funding proposal (What is a good proposal?)
3. Employ staff
4. Conduct in-service training
5. Build referral "bank" for brokering services
6. Purchase appropriate Women's Center materials
7. Open for service
8. Continue extensive information dissemination
9. Evaluate

III. Project Improvement:

1. Clarify parameters of Women's Center concerns
2. Refine/expand curriculum, services
3. Develop comprehensive outreach program
4. Build strong interagency cooperation and communication
5. Anticipate project continuation subsequent to external funding
6. Evaluate

CHARACTERISTICS OF WOMEN'S CENTER CLIENTS

I. "Open Letter to the Public from a Displaced Homemaker"

To Whom It May Concern:

Require of me my best. . . but please don't expect too much too soon. I'll give you all I can give; but what I can give you now is not the real me, what I can really do, what I really am, or what I really think. Because I'm at my low ebb right now.

I've just had my world turned upside down, and it keeps doing flip-flops. Please don't add to my frustration and confusion. Give me a smile, a pat on the back, a friendly gesture, give me hope for the future.

I'm not asking for sympathy, favors or praise. . . just possibly a little extra measure of understanding. . .not forever, just for now!

I've solved the worlds' problems, fought off the foe, helped others and generally done my share. . .in the past. . .and I will again. . .I promise! But give me a little time to lick my wounds, settle down and regroup my thoughts, put back on (or take off) the 50 pounds of weight I lost (or gained) because of my unhappiness.

Give me time to try to heal some of the wounded souls of my children. I represent not just one person, but a whole family of broken hearts and lives. They are looking to me for answers. I'm the captain of this leaky ship now, and I really don't know if I'm up to this awesome responsibility. When I've got on my mask and I'm laughing and joking, pretend not to notice the real tears in my eyes.

Please don't burden me with your troubles. . .I love you, and I do care, and I want to help, but I'm like a bottle filled with troubled waters, and I don't think there is room in this bottle for another drop to fit, don't make me spill over! I can't get my head screwed on tight enough to solve my own problems. You'd

only be using me for a sounding board; choose someone for that task stronger than I today. There is no consolation for me in knowing others are in the same or worse situation, if that's what you think. I've heard it said that misery loves company. . not so with me. It just adds to my hurt because. . .I hurt so much for you too. Let me sympathize and help you tomorrow. Give me room to GROW today so that I can be strong and wise enough to help you better tomorrow.

Don't give me criticism or negatives. . .Oh, please above all, don't be negative! Life has been a series of negatives for me lately. Bring my attention to the SUNSHINE, or the blueness of the sky, how fresh the air smells after the rain, the greenness of the grass, a flower, if you see one, an unexpected smile, the laughter in a child's voice. BE "POSITIVE" AROUND ME." PLEASE!

I need hope. . .I need encouragement. . .I need something to live for. . .I need to think this world is a better place than I've seen recently. Help me to GROW, to learn, to share, to belong, to work, to feel worthwhile and be productive.

I'll give you all I can today. . . . .
Require of me my best, and you'll get it!
But please have patience with me now while I'm trying to live up to OUR expectations.

II. "Legal" Definition of Displaced Homemakers

1. Any individual who has provided unpaid services within the home for a substantial number of years for other family members.
2. Is not gainfully employed.
3. Has had or could have difficulty in obtaining employment.
4. Has been dependent upon income provided by another family member and is no longer receiving such support; has been dependent upon federal assistance and is no longer receiving such assistance; is dependent upon espousal support or federal support, but whose children are within two years of reaching their majority.

III. Other specific target groups have been identified and include Black and White women, as well as the handicapped:

1. Wishing to continue their education.
2. Seeking employment for the first time.
3. Seeking re-entry into the labor force.
4. Wishing to update old skills or prepare for management positions.
5. With less than a high school education seeking self-improvement, academic, or occupational training.
6. With low incomes seeking education or work.
7. Desiring to improve homemaker competencies and strengthen the family unit.
8. Seeking to demonstrate and "certify" special areas of expertise resulting from extensive volunteer work, travel, or self study.
9. Retired and elderly, seeking services and program.
10. Interested in accepting more civic responsibilities (e.g. through election to public office, volunteerism, participation in community action groups, wiser consumerism, etc.)
11. Needing to establish a sense of direction to their lives, to set goals and develop a plan of action for achieving them.
12. Who, because of physical or emotional health, personal or family crises, "technological phasing out" of present jobs, transfer, etc., must change careers in mid-life.

ADULT LIFE CYCLE TASKS/ADULT CONTINUING EDUCATION PROGRAM RESPONSE

Developmental Stages	Tasks	Program Response	Outcomes Sought
Leaving Home 18-22	1. Break psychological ties. 2. Choose careers. 3. Enter work. 4. Handle peer relationships. 5. Manage home. 6. Manage time. 7. Adjust to life on own. 8. Problem solve. 8. Manage stress accompanying change.	1. Personal development, assertive training workshops. 2. Career workshops, values clarification, occupational information. 3. Education/career preparation. 4. Human relations groups. 5. Consumer education/ homemaking skills. 6. Time/leisure use workshops. 7. Living alone; successful singles workshops. 8. Creative problem solving workshops. 9. Stress management, biofeedback, relaxation, TM workshops.	1. Strengthened autonomy. 2. Appropriate career decisions. 3. Successful education/career entry. 4. Effective social interaction. 5. Informed consumer, healthy homelife. 6. Wise use of time. 7. Fulfilled single state, autonomy. 8. Successful problem solving. 9. Successful stress management, personal growth.
Becoming Adult 23-28	1. Select mate. 2. Settle in work, begin career ladder. 3. Parent. 4. Become involved in community. 5. Consume wisely. 6. Homeown. 7. Socially interact. 8. Achieve autonomy. 9. Problem solve. 10. Manage stress accompany change.	1. Marriage workshops. 2. Management, advancement training. 3. Parenting workshops. 4. Civic education; volunteer training. 5. Consumer education, financial management training. 6. Homeowning, maintenance workshops. 7. Human relations groups, TA. 8. Living alone, divorce workshops. 9. Creative problem solving workshops. 10. Stress management, biofeedback, relaxation, TM workshops.	1. Successful marriage. 2. Career satisfaction and advancement. 3. Effective parents; healthy offspring. 4. Informed, participating citizen. 5. Sound consumer behavior. 6. Satisfying home environment. 7. Social skills. 8. Fulfilled single state, autonomy. 9. Successful problem solving. 10. Successful stress management, personal growth.
Catch-30 29-34	1. Search for personal values. 2. Reappraise relationships. 3. Progress in career. 4. Accept growing children. 5. Put down roots, achieve "permanent" home. 6. Problem solve. 7. Manage stress accompanying change.	1. Values clarification. 2. Marriage counseling and communication workshops; human relations groups; creative divorce workshops. 3. Career advancement training, job redesign workshops. 4. Parent-child relationship workshops. 5. Consumer education. 6. Creative problem solving workshops. 7. Stress management biofeedback, relaxation, TM workshops.	1. Examined and owned values. 2. Authentic personal relationships. 3. Career satisfaction, economic reward, a sense of competence and achievement. 4. Growth producing parent-child relationship. 5. Sound consumer behavior. 6. Successful problem solving. 7. Successful stress management, personal growth.

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Developmental Stages	Tasks	Program Response	Outcomes Sought
Midlife Reexamination 35-43	1. Search for meaning. 2. Reassess marriage. 3. Reexamine work. 4. Relate to teenage children. 5. Relate to aging parents. 6. Reassess personal priorities and values. 7. Adjust to single life. 8. Problem solve. 9. Manage stress accompanying change.	1. Search for meaning workshops. 2. Marriage workshops. 3. Mid-career workshops. 4. Parenting: focus on raising teen-age children. 5. Relating to aging parents workshops. 6. Value clarification; goalsetting workshops. 7. Living alone, divorce workshops. 8. Creative problem solving workshops. 9. Stress management, biofeedback, relaxation, TM workshops	1. Coping with existential anxiety. 2. Satisfying marriages. 3. Appropriate career decisions. 4. Improved parent-child relations. 5. Improved child-parent relations. 6. Autonomous behavior. 7. Fulfilled single state. 8. Successful problem solving. 9. Successful stress management, personal growth.
Restabilization 44-55	1. Adjust to realities of work. 2. Launch children. 3. Adjust to empty nest. 4. Become more deeply involved in social life. 5. Participate actively in community concerns. 6. Handle increased demands of older parents. 7. Manage leisure time. 8. Manage budget to support college-age children and ailing parents. 9. Adjust to single state. 10. Problem solve. 11. Manage stress accompanying change.	1. Personal, vocational counseling, career workshops. 2. Parenting education. 3. Marriage, personal counseling workshops. 4. Human relations groups. 5. Civic and social issues education. 6. Gerontology workshops. 7. Leisure use workshops. 8. Financial management workshops. 9. Workshops on loneliness and aloneness. 10. Creative problem solving workshops. 11. Stress management, biofeedback, relaxation, TM workshops.	1. Job adjustment. 2. Civil letting go parental authority. 3. Exploring new sources of satisfaction. 4. Effective social relations. 5. Effective citizenship. 6. Better personal and social adjustment of elderly. 7. Creative use of leisure. 8. Sound consumer behavior. 9. Fulfilled single state. 10. Successful problem solving. 11. Successful stress management, personal growth.
Preparation for Retirement 56-64	1. Adjust to health problems. 2. Deepen personal relations. 3. Prepare for retirement. 4. Expand avocational interests. 5. Finance new leisure. 6. Adjust to loss of mate. 7. Problem solving. 8. Manage stress accompanying change.	1. Programs about nutrition, health. 2. Human relations groups. 3. Preretirement workshops. 4. Art, writing, music courses in performing and appreciation; sponsored educational travel. 5. Money management training. 6. Workshops on aloneness and loneliness, death and dying. 7. Creative problem solving workshops. 8. Stress management, biofeedback, relaxation, TM workshops.	1. Healthier individuals. 2. Effective social skills. 3. Wise retirement planning. 4. Satisfaction of aesthetic urge; broadening of knowledge; enjoyment of travel. 5. Sound consumer behavior. 6. Adjustment to loss, fulfilled single state. 7. Successful problem solving. 8. Successful stress management, personal growth.
Retirement 65+	1. Disengage from paid work. 2. Reassess finances. 3. Be concerned with personal health care. 4. Search for new achievement outlets. 5. Manage leisure time. 6. Adjust to more constant marriage companion. 7. Search for meaning. 8. Adjust to single state. 9. Be reconciled to death. 10. Problem solve. 11. Manage stress accompanying change.	1, 4, 5, 6. Workshops on retirement, volunteering, aging; conferences on public issues affecting aged. 2. Financial management training. 3. Health care programs. 7. Religious exploration. 8. Workshops on aloneness and loneliness. 9. Death and dying workshops. 10. Creative problem solving workshops. 11. Stress management, biofeedback, relaxation, TM workshops.	1, 4, 5, 6. Creative, active retirement; successful coping with life disengagement; public policies responsive to needs of aged. 2. Freedom from financial fears. 3. Appropriate health care. 7. Help in search for life's meaning, values of past life. 8. Fulfilled single state. 9. Philosophic acceptance of death, help in caring for dying and handling of grief. 10. Successful problem solving. 11. Successful stress management, personal growth.

OBJECTIVES

I. Promote personal, educational and professional growth of all women in Bay, Gulf and Franklin counties by providing short courses designed to:

*Help women look earnestly at their lives and to better themselves as they see fit.

*Ease the transition from one adult life-situational phase to another.

*Help women realize there is no ceiling on what they can do.

*Help women overcome personal life crises.

*Help women discover their talents and learn to take action in the world.

*Provide a sense of personal identity and directions.

*Encourage women to pursue training and careers in non-traditional fields.

*Explore the female sex-role in society.

*Help strengthen the family unit and improve human relationships.

II. Respond to community needs (acting as a community catalist) by sponsoring or co-sponsoring seminars, workshops, conferences, film presentations and support groups in such areas as:

*Mental health

*Alcohol

*Displaced Homemakers

*Rape

*Helitical awareness

*Back to school

*Living alone

*Community resources

*Finances

*Consumerism

*Parenting

*"Survival skills"

III. Augment and enrich the traditional college curriculum by the incorporation of interdisciplinary women's studies courses.

OPTIONS FOR WOMEN

ASSERTIVE COMMUNICATIONS

SCHOOL	PERSONAL	CITIZENSHIP	PRACTICAL	WORK
*The Returning Woman	*A.L.I.C.E.	*Political Awareness and Involvement for Women	*Auto Mechanics	*Enhancing Employability
*How to Study	*Attitude Adjustment	*Consumer Awareness	*Home Repair	*Centering: An Awareness of Self and Career
*Math Anxiety	*Mind Over Matter	*The Effective Volunteer	*Women and the Law	*Exploring Non-Traditional Occupations
*The Handicapped and Gulf Coast Community College	*Phases of Adulthood		*The Home: A Learning Resource Center	*Women in Management
*Returning Student Support Group	*Human Sexuality		*Women and Money	*Working Wives--Working Mothers
	*Biofeedback		*Self Defense	*Making the System Work for the Working Woman
	*Identity Female		*Home Construction	*Developing Affirmative Action Plans
	*That "Special" Child		*Basic Carpentry	*Hiring the Handicapped
	*Living with the +Elderly		*Divorce Law	*Horizons for the Handicapped
	*Physiology and Psychology of Gentle Aging		*Preventive Health	*Expanding Horizons for Black Women
	*Teach Yourself to be a Widow		*Women and Insurance	
	*Parenting			
	*Divorce Adjustment			
	*Women, Pregnancy and Childbirth			
	*Marriage Response-ability			
	*Women and Alcohol			
	*Women in Transition			

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COURSES

Adult Stages. Examination of the stages of adulthood with their accompanying confusion, conflict and excitement.
6 weeks; 12 hours; Fee $8; minimum enrollment-14

*A.L.I.C.E. - A Ladies' Incentive and Confidence Extension Workshop. Focus is on building positive self concepts and using creative thought to self direct the course of one's own life.
6 weeks; 6 hours; Fee $6 (No Salary); minimum enrollment-10

Assertive Communications. Designed to produce a positive approach to the enhancement of individual self-concept through training in standing up for oneself in such a way that one does not violate the basic rights of others.
6 weeks; 12 hours; Fee $10; minimum enrollment-12

*Attitude Adjustment. The development of a positive attitude toward life through reality awareness, assuming responsibility, setting goals, and making decisions.
6 weeks; 12 hours; Fee $12; minimum enrollment-10

Basic Bookkeeping. An introduction to the fundamental principles of bookkeeping designed to provide the participant with the knowledge and skills to keep books in an occupational capacity.

Basic Carpentry. Designed to enable women to use basic carpentry tools, to learn about various kinds of wood and basic construction principles. Bookcases and other simple projects will be completed in class.
6 weeks; 12 hours; Fee $12 plus materials; minimum enrollment-10

Casualty Insurance. In-depth study of casualty insurance to enable the participant to pass a national examination and to thereby progress in the field of insurance.

*Centering: An Awareness of Self and Career. Designed to expand an awareness of self in order to set career goals. Provides career testing and guidance.
8 weeks; 16 hours; Fee $8; minimum enrollment-18

Continuing Education for Nurses. This program provides Florida State Board of Nursing approved continuing education offerings to all licensed nurses in Bay, Gulf and Franklin counties for the purpose of re-licensure.

Hypertension Seminar: The Role of the Nurse in Detection and Control of Hypertension

Laboratory Science for Nurses

Digital Replantation

Therapeutic Advances in Childhood Cancer and Advances in Chemotherapy

Facial Surgery

Muscle Relaxants

Legal Aspects of Nursing

Community Mental Health Resources

Dynamic Psychiatry: Grief and Mourning

Dynamic Psychiatry: Depression and Suicide

Management of the Patient in Cardiac Arrest

Dynamic Psychiatry: Organic Brain Syndrome

Anesthesia - Epidural and Spinal

Nursing Management of the Patient in Cardiogenic Shock

Total Parental Nutrition

Assertive Communications for Nurses

Dynamic Psychiatry: Alcoholism

Dynamic Psychiatry: Drug Abuse and Marijuana

Surgical Emergencies of the Newborn and Surgical Problems of the Older Child

Biofeedback Methodology and Practice

Dynamic Psychiatry: Schizophrenia

Dynamic Psychiatry: Manic-Depressive Illness

Diagnostic Studies of the Upper Gastrointestinal Tract

Acid Base Balance and Blood Gases

Dynamic Psychiatry: Principles of Psychiatric Treatment

Swan Ganz Catheter

Immediate Post-Operative Care of the TUR Patient

Workshop for Unemployed Nurses: Legal Aspects of Nursing

Refresher Course for Registered Nurses

Insulin and Oral Hypoglycemic Agents

Pediatric Seminar

Inhalation Anesthetics

Reconstruction of the Breast After Mastectomy

Nursing Care of Cancer Patients

Nursing Mangement of Anxiety and Depression in the Non-Psychiatric Hospital Setting

Games Doctors and Nurses Play (Transactional Analysis)

Legislative Workshop for Nurses

Developing Affirmative Action Plans and Programs. Workshop designed to clarify affirmative action plans--why they are necessary, how they benefit business and how to develop an effective plan. (Occupational)
3 hour workshop; Fee $3; minimum enrollment-10

*Divorce Adjustment. Designed to facilitate the adjustment to being alone. Focuses on emotional issues, relating to the ex-spouse, problems with children, rebuilding confidence and re-establishing a new and rewarding life.
6 weeks; 18 hours; Fee-NONE; minimum enrollment-10

*Divorce Law. Survey of divorce laws and other family law subjects, i.e. adiption, non-support, and custody proceedings.
2 hour seminar; Fee $2; minimum enrollment-10

The Effective Volunteer. Designed to explore the role of the volunteer in the community with emphasis on self-fulfillment through selective volunteering.
6 weeks; 12 hours; Fee-NONE; minimum enrollment-10

Expanding Horizons for Black Women. An exploration of traditional and emerging life styles of black women. Designed to enhance the self-concept of black women through participation in group exercises and instruction in techniques of attitude adjustment and confidence building.
10 weeks; 20 hours; Fee-NONE; minimum enrollment-10

*Exploring Career Options. Designed to acquaint the participant with the vast variety of job options, to undergo actual hands--on exploration and to take interest surveys. For the person who has not decided on a career or who is changing careers.

*Exploring Non-Traditional Fields. Seminar designed to familiarize women with job opportunities in fields that have traditionally been filled by males. Course will focus on training provided by GCCC and local vocational schools in such areas as drafting, welding, construction, electronics, etc.
6 hour seminar; Fee $6; minimum enrollment-10

*Getting What You Pay For (Consumerism). Designed to instruct the consumer on saving money on purchases and stretching the dollar in daily living. Also gives information on consumer help agencies.
6 weeks; 12 hours; Fee $8; minimum enrollment-14

*The Handicapped and Gulf Coast Community College. Exploration of the avenues of professional and personal growth available to the handicapped at Gulf Coast Community College.
2 hour seminar; Fee-NONE; minimum enrollment-no limit

The Home: A Learning Resource Center. For the woman who wants to make a profession of homemaking.
6 weeks; 12 hours; Fee-NONE; minimum enrollment-10

*Home Fix-It. Course designed to teach basic practical skills to women such as fixing a sink, appliance wiring, wiring a lamp, putting in windows, hanging wallpaper, etc.
4 weeks; 8 hours; Fee $8 plus materials; minimum enrollment-10

*Horizons for the Handicapped. Designed to explore the avenues of growth available to the handicapped. (Occupational)
6 weeks; 12 hours; Fee-NONE; minimum enrollment-10

*How to Fill Out Job Applications and Forms. Designed to familiarize the participant with the basic applications required to secure employment. Includes tax forms, health and insurance forms.

How to Study. Efficient study methods to enable the student to make the most of the college years. Designed primarily for older students who are entering or returning to college.
6 weeks; 12 hours; Fee $12; minimum enrollment-10

*How to Write a Resume. Designed to teach fundamentals of writing a successful resume. Includes typographical layout, format to be used, and helpful suggestions.

Human Sexuality. Exploration of the biological and psychological aspects of human sexuality.
6 weeks; 12 hours; Fee $12; minimum enrollment-10

Identity Female. Designed as an exploration of self-identity through enhancing an awareness of sex-role sterotypes, their origins and their functions.
6 weeks; 12 hours; Fee $12; minimum enrollment-10

In-Service for Day Care Workers. A series of offerings to day care workers specifically geared to providing information on the advances in the field of child care. Includes such topics as discipline, emotional development, physical growth and appropriate activities for individual age groups.

Living with the Elderly. Designed to explore the Psychological impact of living with elderly.
6 weeks; 12 hours; Fee-NONE; minimum enrollment-10

*Making the System Work for the Working Woman. Psychological and practical techniques designed to help the working woman make the most of her career.
6 weeks; 12 hours; Fee $12; minimum enrollment-10

Marriage Response-ability. A class focusing on the continuing ability to respond to your marriage while retaining or discovering your individuality. Includes communication with spouse, changing oneself, and resources.
3 weeks; 12 hours; Fee-NONE; minimum enrollment-10

Math Anxiety. Designed to dispel irrational fears toward mathematics. Approaches problem-solving through the use of word problems, understanding numbers, sequences, etc. Not a math course. Goal is to enhance confidence enough to enter a regular math course.
6 weeks; 12 hours; Fee $8; minimum enrollment-14

Mind Over Matter. Designed to promote weight control through modification of self image.
5 weeks; 10 hours; Fee $9; minimum enrollment-10

Parenting. Designed to prepare parents for the physical and psychological growth of children. Emphasis is on what to expect, handling problems, and opening doors of communication.
6 weeks; 12 hours; Fee $8; minimum enrollment-14

Physiology and Psychology of Gentle Aging. Seminar designed to enhance knowledge of the changes from youth to old age.
2 hour seminar; Fee-NONE; minimum enrollment-10

Political Awareness and Involvement for Women. Designed to help women better understand the governmental structure on city, county, state, and federal levels; to interest them in becoming better informed voters, to seek public office; and to meet and talk with elected officials.
6 weeks; 12 hours; Fee $10; minimum enrollment-12

Property Insurance. In-depth study of property insurance to enable the participant to pass a national examination and to thereby progress in the field of insurance.

The Returning Student Support Group. To help the returning student make the transition "back" into academic endeavor in a smoother, less confusing and more satisfying manner.
6 weeks; 6 hours; Fee-NONE (no salary); minimum enrollment-10

*The Returning Woman. Seminar to provide encouragement and guidance for the adult woman in entering college after a long absence from studying.
2 weeks; 4 hours; Fee-NONE; minimum enrollment-10

Self Defense for Women. Course structured to teach practical self-defense techniques which can be mastered quickly. Emphasis will be on psychological as well as physical techniques.
6 weeks; 6 hours; Fee $6; minimum enrollment-10

Shorthand Refresher. Basic Gregg Shorthand designed to refresh and renew the ability to take dictation.

Supermarket Survival. A seminar designed to try to meet the need of consumers for information on ways to save money on their food bills and at the same time eat a well-balanced nutritious meal.

Teach Yourself to be a Widow. Introduction to laws that affect women. Topics include child care, job rights, citizenship rights, consumer credit, property ownership, government benefits and marriage and divorce.
10 weeks; 20 hours; Fee $12; minimum enrollment-15

Tension, Anxiety Reduction and Biofeedback. Coping with stress and tension through knowledge of relaxation techniques.
6 weeks; 12 hours; Fee $12; minimum enrollment-10

That Special Child. Designed to explore all aspects of mental retardation and to offer suggestions about training the retarded child to live with the family and in the world.
6 weeks; 12 hours; Fee-NONE; minimum enrollment-10

*Tips on Interviewing. Designed to enhance a person's knowledge of a successful job interview. Includes how to dress, questions to ask, do's and don'ts and how to handle nervous tension.

*Typing Refresher. Basic typing with emphasis on speed and accuracy practice, as well as correct format, to prepare the participant to enter the job market.

Women and Preventive Health. Designed to explore women's body changes and functions and the psychological aspects of these changes.
6 hour seminar; Fee $6; minimum enrollment-10

Women in Management. Seminar which explores the special problems of the woman manager. Concentrates on leadership behavior, decision making, problem solving and communication problems.
3 weeks; 6 hours; Fee $6; minimum enrollment-10

*Women in Transition. An overview of the problems facing women in today's changing society. Discussion topics will include woman's role in society, motherhood, family situations, housework, becoming one's own person, psychology of women and setting goals in life.
6 weeks; 12 hours; Fee $8; minimum enrollment-14

Women and Insurance. Course designed to promote economic well being through the exploration of insurance options.
5 weeks; 10 hours; Fee $10; minimum enrollment

Women and Money. Financial guidance to promote economic well-being for the woman and her family.
6 weeks; 12 hours; Fee $12; minimum enrollment-10

Women, Pregnancy and Childbirth. Workshop designed to help women for a positive childbirth and satisfying pregnancy. Emphasis is on exploring ideas and values which provide the most valuable support during pregnancy and childbirth.
3 hour seminar; Fee $3; minimum enrollment-10

Working Wives-Working Mothers. Designed to explore the practical and psychological aspects of coping with both career and family. Emphasis is on strengthening the family unit through time management and priority setting.
6 weeks; 12 hours; Fee $8; minimum enrollment-14

OPTIONS FOR WOMEN

A Program of

Office of Community Services
Gulf Coast Community College

Panama City, Florida

If you find yourself in a difficult phase of your life and need guidance in making the transition from one role to another, why not consider . . .

"WOMEN'S CENTER:

OPTIONS FOR WOMEN"?

A program designed just for you

Separation, Divorce, Widowhood
Personal Problems
Finding a Job/Updating Old Job Skills
Returning to School
Better Communication
Improving Homemaking Skills
Strengthening Family Unit
Changing Roles of Women
Civic Involvement
Estbblishing Self Confidence

Women's Center "Options for Women" is a service of Gulf Coast Community College with supplemental funding from HEA Title I A.

"Women's Center:

Options for Women"

is a learning experience for women in transition. In an informal, supportive small group,

Identify Needs
Assess:
- — Strengths
- — Weaknesses
- — Occupational Interests
- — Lifestyle Preferences
- — Aptitudes
- — Personality Characteristics

Explore Alternatives
Construct Support Systems
Set Goals

TAKE POSITIVE STEPS TOWARD A MORE FULFILLING AND PRODUCTIVE LIFE BY JOINING ONE OF THE GROUPS OFFERED TWICE A MONTH, 2 EVENINGS A WEEK FOR 2 WEEKS:

CALL

769-1551

EXT. 283

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OPTIONS

AGENCY REFERRALS

INFORMATION & READING MATERIALS

LIFE - PLANNING PROGRAM

EDUCATIONAL & CAREER GUIDANCE

SELF ASSESSMENT

COUNSELING

SHORT COURSES/SEMINARS

WORKSHOPS/FILM FESTIVALS

OUTREACH & AWARENESS

"LET YOURSELF GROW"

OPTIONS FOR WOMEN

Options for Women is a free two-week, ten-hour course for which all clients are encouraged to enroll. It is run on a continuous basis.

The following factors related to course development:

1. A course was needed that would serve to take the place of long individual counseling sessions without losing the personal touch of one-to-one communication.

2. A group setting was needed which would lend itself to group support and interaction in order to permit clients to explore their feelings, share experiences and relate their problems.

3. A structured program was needed which would permit progression without restricting spontaneous reaction.

4. The course needed to have a time frame that would allow clients a minimal waiting period before being able to enter.

Giving up the long individualized counseling sessions was the major hurdle; however, the decision was strengthened by the fact that the research of Dr. Mary Tyler, Professor of Psychology at FSU, showed that women are helped more through the small group process than through individual therapy.

By keeping the class to two weeks, any client could be assured a maximum waiting period of two weeks. This factor also helped to insure that each class would be relatively small.

It was determined that a balanced mixture of structure and informality would keep clients progressing, yet provide time for problem sharing and group interaction; thus, half the class period is structured and half is non-structured.

"Options for Women" is designed to meet the following objectives:

1. To help women accept responsibility for their decisions.
2. To improve one's self-concept and attitude toward life.
3. To identify needs.
4. To help clients more accurately assess themselves through an interest-inventory test.
5. To aid in the exploration of alternatives.
6. To initiate the establishment of support systems.
7. To begin to define goals.
8. To develop a plan of action.

The overall goal was for each woman to leave the group with a positive feeling about her experiences in the class and to have a good idea of what the next step would be for her.

Exercises were developed to address each of the objectives and a brochure designed to assist in information dissemination. (A detailed course outline is available upon written request)

CHARACTERISTICS OF OPTIONS FACILITATOR

1. Able to communicate "unconditional positive regard" for clients.

2. Able to communicate effectively with clients as well as with community agency personnel.

3. Skilled in group processes, communications, and human relations.

4. Experienced and mature.

5. Knowledgeable of all available community resources.

6. Able to identify and communicate client needs, demographics, and progress to project staff and other personnel and agencies as appropriate.

7. Able to communicate effectively with other agencies and establish enough good will among them that cross referrals are made effectively and efficiently.

8. Preferable a displaced homemaker.

STATEWIDE INFORMATION EXCHANGE SYSTEM

Dr. Susan Thomas, Director
Resource Center for Women's Programs
Florida State University
Tallahassee, Florida

Statement of the Problem

In February, 1978, the Resource Center for Women's Programs was established at Florida State University. The center was developed in response to needs identified at a statewide conference on developing and delivering programs and services to displaced homemakers in the state, held in Orlando in June, 1977. The focus of concern was on communication among existing programs, and a sharing of the resources currently available. Three specific needs were identified:

1. Assessment of the learning and service needs of displaced homemakers in Florida, and the development of a directory of resources available throughout the state currently available to address these identified needs.

2. Development of some means of systematic and regular communication among the institutions, agencies, organizations and groups throughout the state that are presently involved in, or have an interest in becoming involved with, the delivery of programs and services for displaced homemakers.

3. Development of programs designed for inservice training and staff development of professionals, para-professionals, and volunteers throughout the state involved in the development and delivery of services and programs for displaced homemakers.

The focus of concern at the present time continues to be on these areas. There is a continuing need for communication

among the programs, for opportunity for those involved in displaced homemaker programs to meet together and to share ideas and concerns, for the identification of emerging trends and programmatic needs, and for the continuous updating of a directory of available resources so that current and up-to-date information can be provided.

Purpose and Objectives

The basic purpose of this project is to act as a communication nexus and an information broker for both those delivering programs and services to displaced homemakers, as well as to those displaced homemakers interested in programatic concerns. Attendant to this purpose, the following have been established as major objectives of the program:

1. To facilitate communication and interaction among those those involved in the design and delivery for programs and services to displaced homemakers in Florida.
2. To provide materials and technical assistance to displaced homemaker programs in the state.
3. To provide an up-to-date listing of services and resources available to displaced homemakers as clients and/or to those working with displaced homemaker programs.
4. To identify the learning and service needs of the displaced homemakers in Florida.

Network

One of the primary purposes of the Resource Center for Women's

Programs was to function as a communication nexus. This was accomplished through two methods: the monthly publication of the RC Communicator and the formation of the Florida Network. Copies of each issue of the Communicator are included in the appendix.

The Florida Network was established formally at the statewide conference held in Orlando in October. At that meeting the state was divided into five regions, and a contact person designated for each region. Figure 1 on the following page indicates the regions and the contact persons.

Each month the contact person sends news from her region to the Resource Center Staff. Based on these reports a monthly column entitled "Network News" is prepared.

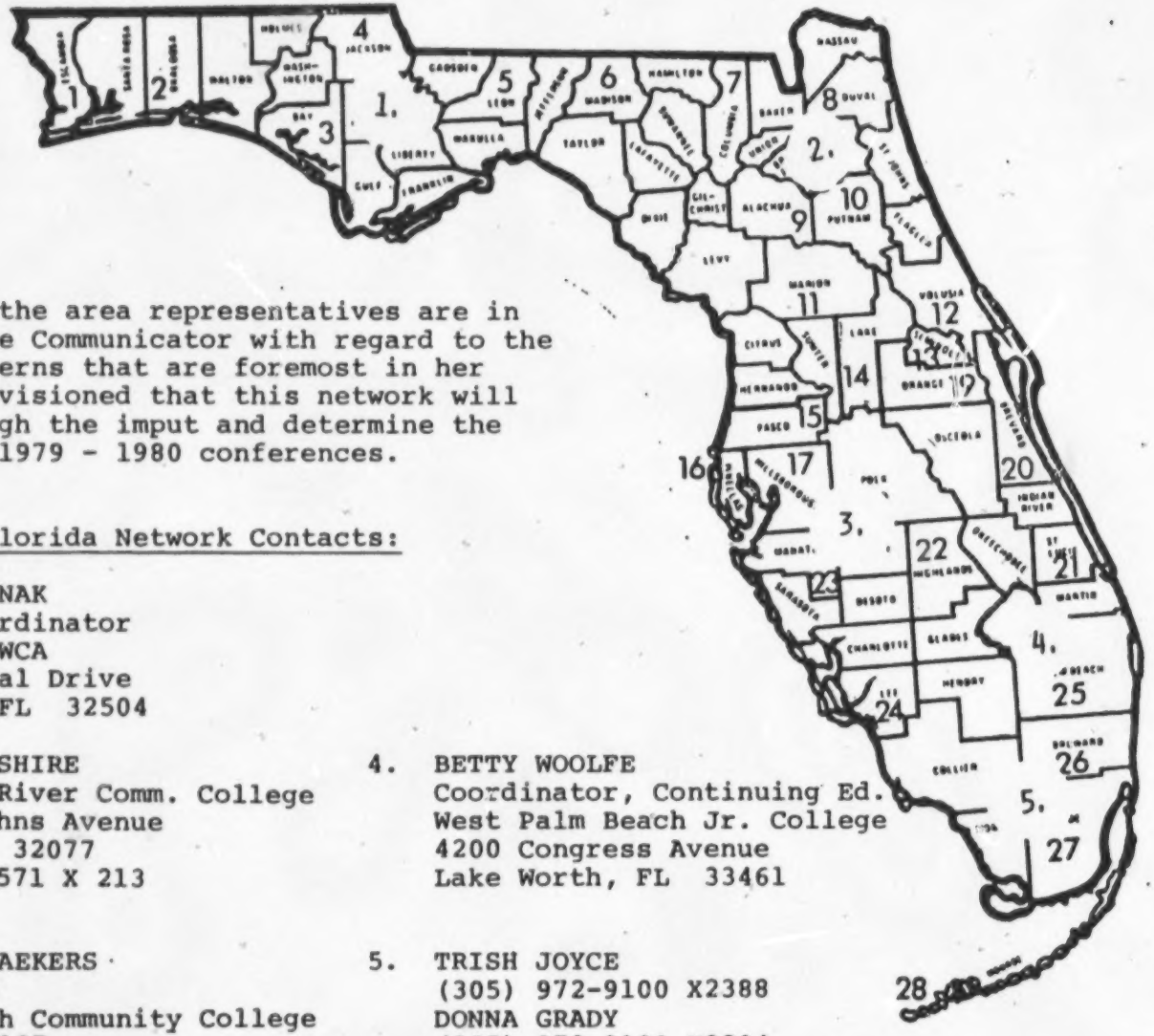
Additional information on previous experiences and contacts with other displaced homemaker/women's programs is provided in the appendix.

Contact With Other Organizations

The initial issue of the Communicator that was published in March 1978 went to 731 people. Included in that number were approximately 90 names that were out of state women's programs or programmers. The request for assistance in identifying women's programs in that and subsequent issues of the Communicator continues to generate response.

The Resource Center for Women's Programs has received program

FLORIDA WOMEN'S COMMUNICATION NETWORK



Each month the area representatives are in contact with the Communicator with regard to the issues and concerns that are foremost in her area. It is envisioned that this network will also sift through the imput and determine the format for the 1979 - 1980 conferences.

Florida Network Contacts:

1. MILLIE HOLDNAK
   Program Coordinator
   Pensacola YWCA
   4849 Balmoral Drive
   Pensacola, FL 32504

2. JEANINE CHESHIRE
   St. John's River Comm. College
   5001 St. Johns Avenue
   Palatka, FL 32077
   (904) 328-1571 X 213

3. KATHY RADEMAEKERS
   Project EVE
   Hillsborough Community College
   P.O. Box 22127
   Tampa, FL 33622
   (813) 247-7263

4. BETTY WOOLFE
   Coordinator, Continuing Ed.
   West Palm Beach Jr. College
   4200 Congress Avenue
   Lake Worth, FL 33461

5. TRISH JOYCE
   (305) 972-9100 X2388
   DONNA GRADY
   (305) 972-9100 X2204
   Broward Community College
   1000 Coconut Boulevard
   Pompano Beach, FL 33066

materials and/or brochures from 27 Florida cities and 64 programs. From around the United States information has been received on 91 programs representing 29 States and Ontario, Canada.

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LOS ANGELES

JUN 22 1979

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